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Community Nutrition Education: Update and Discussion

FCS Leaders Meeting, Albuquerque, New Mexico
28 September 2011

Helen Chipman, National Program Leader,
Food and Nutrition Education, NIFA/USDA
Shirley Hastings, Associate Dean of Extension,
University of Tennessee

INVESTING IN SCIENCE | SECURING OUR FUTURE

Acknowledgements

- University Extension Directors/Administrators, FCS Leaders, Program Coordinators
- NIFA/University Committees
- LGU SNAP-Ed Office – Sandra Jensen
- NIFA Program Specialists – Stephanie Blake, Sylvia Montgomery
- NIFA National Program Leaders and Administrators

Overview

- Framing the Discussion
- Status of National Priorities
  - EFNEP
  - SNAP-Ed
  - Other Extension Nutrition Programs
- Shared Dialogue

Starting with a Word of THANKS

- EFNEP and SNAP-Ed have undergone and will continue to undergo significant change
- What these programs are doing well
  - EFNEP FGO, NEERS and 5-Year Plan processes
  - Attention to program quality and accountability
  - Regional coordination/projects
  - Regional and national involvement and commitment

Striking the Balance: Past, Present, Future

- Tremendous legacy
- Exceptional people now to address the challenges and opportunities of our time
- Landscape has changed and continues to change
- Our challenge: ***Understand and be a part of this changing landscape WITHOUT losing our focus and our sense of what we are about***

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Strengthening Our Sense of Identity and Purpose in Times of Unprecedented Change

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NATIONAL INSTITUTE OF FOOD AND AGRICULTURE

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NIFA Org Chart 08_31_11.indd | NIFA Communications Staff

Community-Based Low-Income Nutrition Education

- Why the Land-Grant Universities?
- Why Extension?
- Why Family and Consumer Sciences Leadership?

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Expanded Food and Nutrition Education Program (EFNEP)

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EFNEP Overview

- EFNEP Budget 2012 – legislative status
- Program Policy
- Web-Based Reporting System (preview)
- Standing Committee (new)
- 50 Year History (new)

EFNEP Budget Proposals - 2012

	$ Million
Full Year 2011 – Continuing Resolution (HR1473) (Comparison)	68,070
Full Year 2011 – Continuing Resolution with .2% Rescission (FINAL) (Comparison)	67,934
FY 2012 President's Budget	68,070
FY 2012 House Action with .78% Rescission	57,548
FY 2012 Senate Committee Action	67,934

Program Policy

- Implementation
  - NOW
  - Core components have been shared
  - Examples
- Regulations
  - Delayed
- Next Steps
  - Frequently asked questions

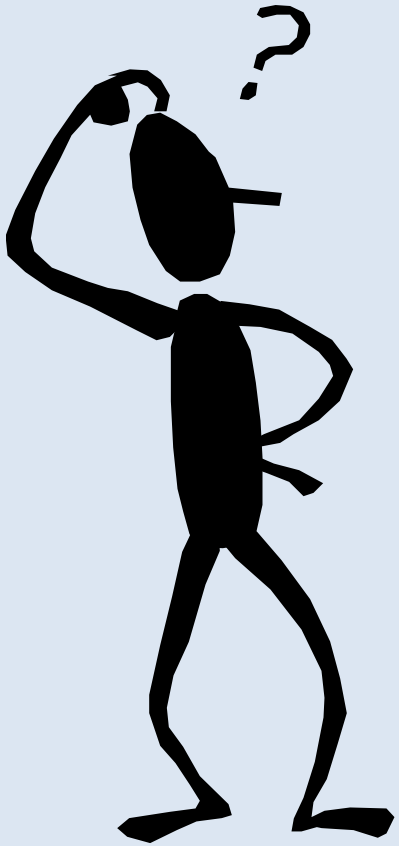
Web Reporting System Project Preview

Overview

- NEERS5
  - Why Upgrade?
- The Web-System Project
  - What are the Benefits?
  - What Data will we Collect?
  - How will Data be Used?
  - What is the Status of the Project?

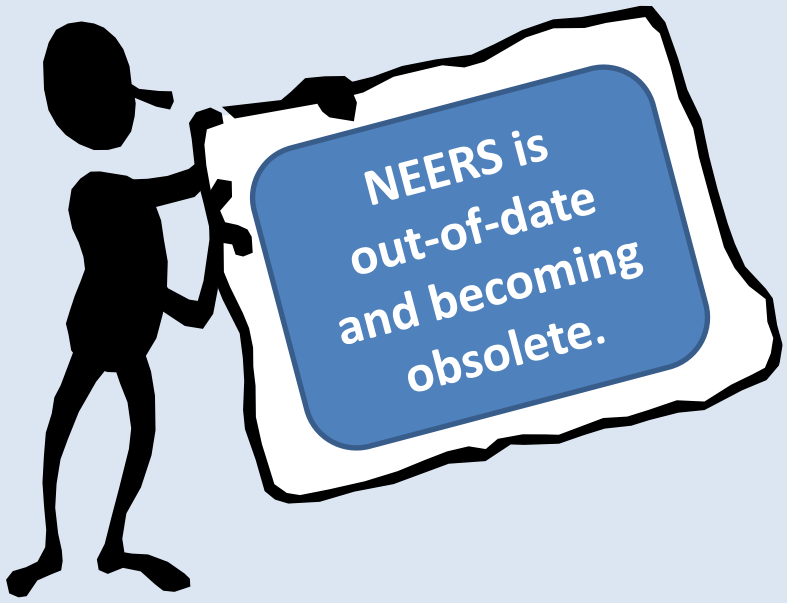
NEERS5

- **NEERS5** is the Nutrition Education Evaluation and Reporting System.
  - It is an OMB approved data collection system designed to meet evaluation and reporting needs of nutrition education programs
- It is comprised of:
  - **CRS** – County Reporting System
  - **SRS** – State/Territory Reporting System
  - **FRS** – Federal Reporting System



Why Upgrade?

Why Upgrade?



- NEERS is Platform dependent
  - Microsoft Access
  - Windows XP
  - Office 2003-2010
- It cannot be updated
  - Foods Database
  - DRI Tables
  - Poverty Guidelines
  - Question Sets

Why Upgrade?

- NEERS does not include all EFNEP reporting requirements:
  - 5-Year Plan/Annual Update
  - Budget Sheet
  - Budget Justification
- It is not connected with NIFA reporting systems

Why Upgrade?

The Web-System Project

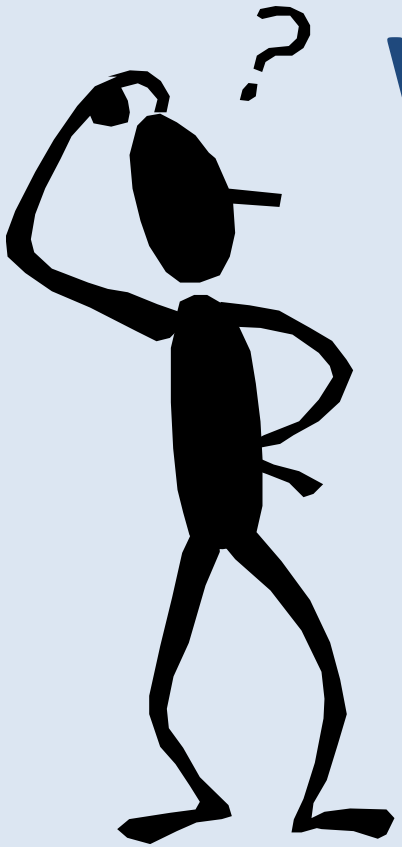
- Request for Applications (RFA) was released
  - 3 year, $300,000 Cooperative Agreement
  - Instructional Technology and Programmatic Focus
  - Goal to design, develop, test, and implement a web-based information system for EFNEP
- RFA was awarded to Clemson University

CLEMSON UNIVERSITY

The Web-System Project

- Objectives were to:
  - Support evaluation and reporting requirements
  - Improve functionality
  - Maintain security and ease of use
  - Synchronize with other Agency and University data collections systems

CLEMSON UNIVERSITY



What are the Benefits of a Web-System?

What are the Benefits?

	NEERS5	Web-System
Release Date	2006	2012
Specifications	Platform Dependent: •Microsoft Access •Windows XP •Office 2003-2010	Platform Independent: •Web-based •All Browsers
Design	Three Discreet Systems	**One Dynamic System**
Relevance	Out-of-Date, Cannot Update	
Data Collected	Quantitative •Individual Records	

What are the Benefits?

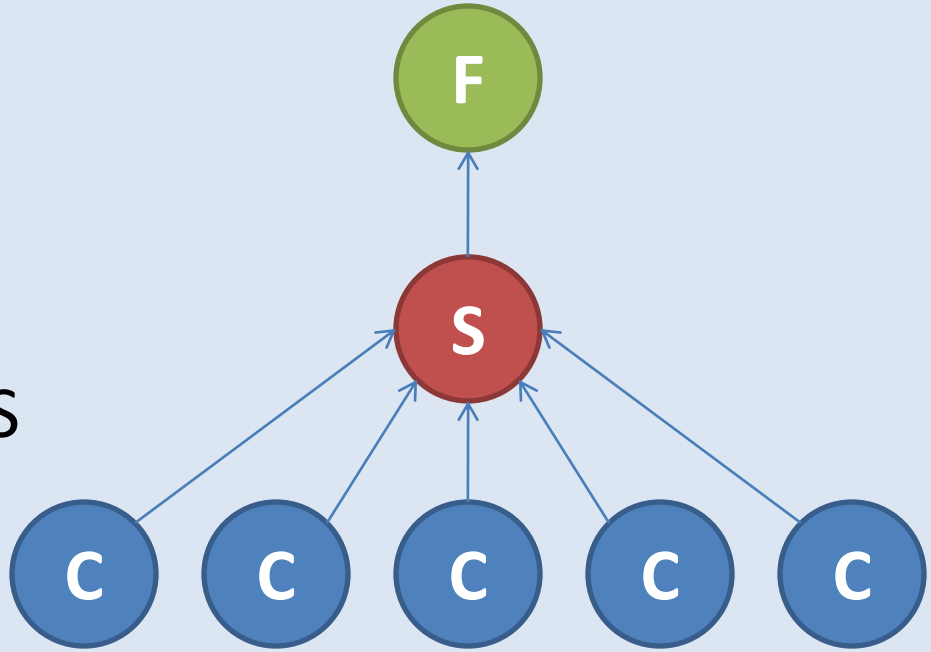
Rather than…

STEP 1: Each county enters its data into CRS

STEP 2: Each county sends its data to the institution

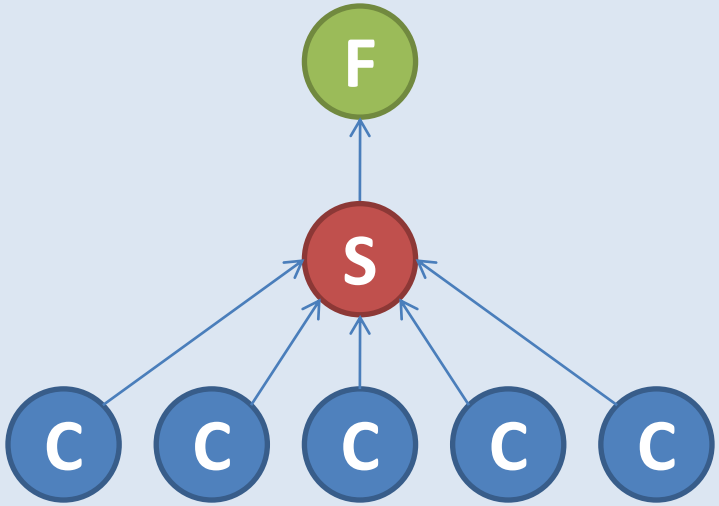
STEP 3: Each institution aggregates its data in SRS

STEP 4: Each institution sends its data to the federal office

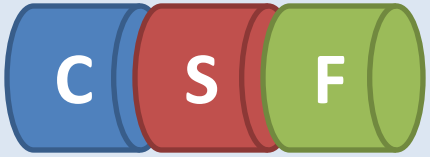


What are the Benefits?

NEERS5



Web-System



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Design	Three Discreet Systems	One Dynamic System
Relevance	Out-of-Date, Cannot Update	**Up-to-Date, Updateable**
Data Collected	Quantitative •Individual Records	

What are the Benefits?

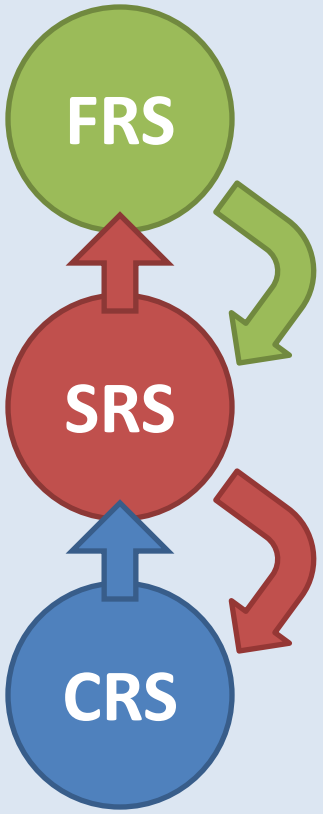
Rather than…

STEP 1: The Federal Office sends files to the Institution

STEP 2: The institution loads the files into SRS

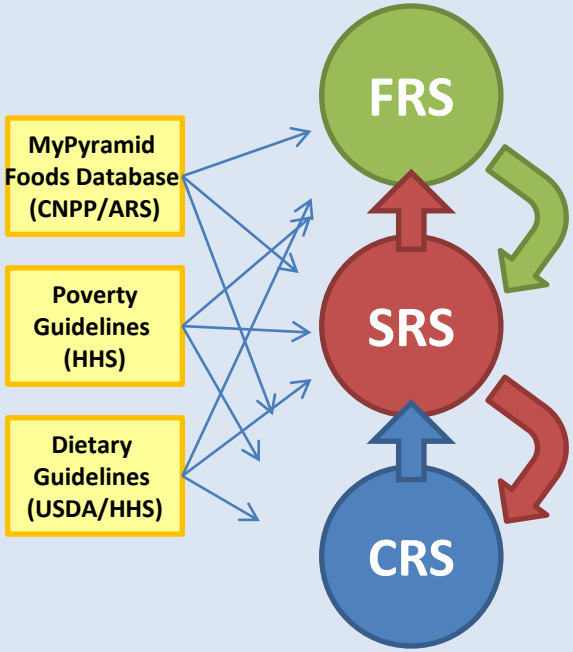
STEP 3: The institution sends files to the counties

STEP 4: The counties load the files into CRS

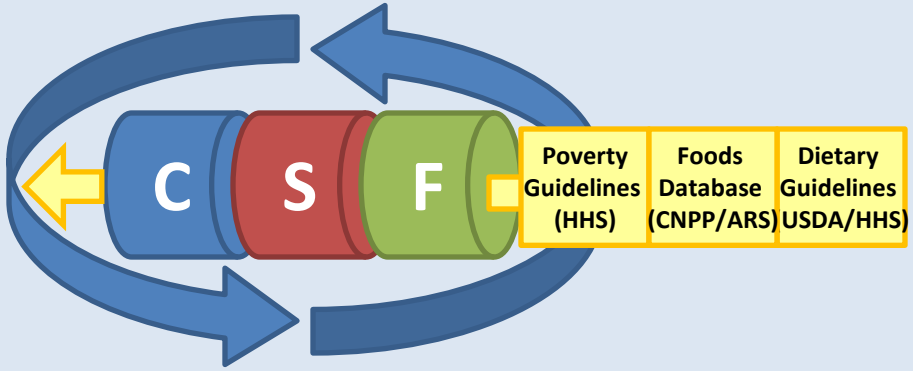


What are the Benefits?

NEERS5



Web-System



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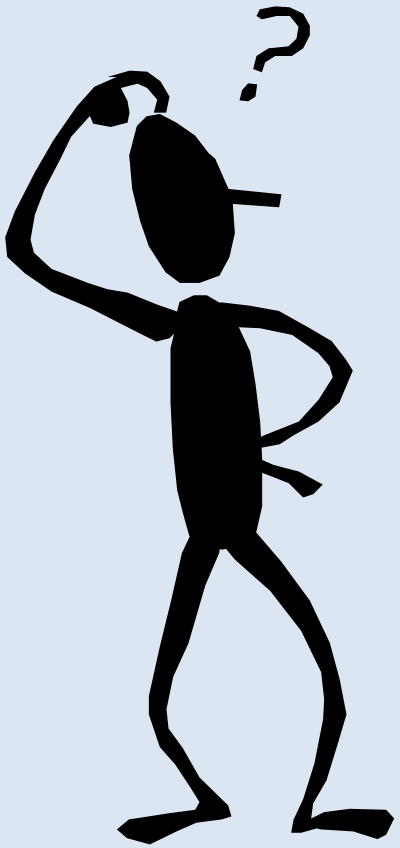
Design	Three Discreet Systems	One Dynamic System
Relevance	Out-of-Date, Cannot Update	Up-to-Date, Updateable
Data Collected	Quantitative •Individual Records	**Quantitative & Qualitative** **•Individual Records** **•5-Year Plan/Annual Update** **•Budget & Budget Justification** **•Community Nutrition Education Logic Model Data**



What Data will we Collect?

What Data will we Collect?

- **Individual Records**
  - Adult
    - Demographics
    - Behavior Checklist Data (project underway)
    - Diet Recall Data

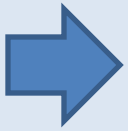
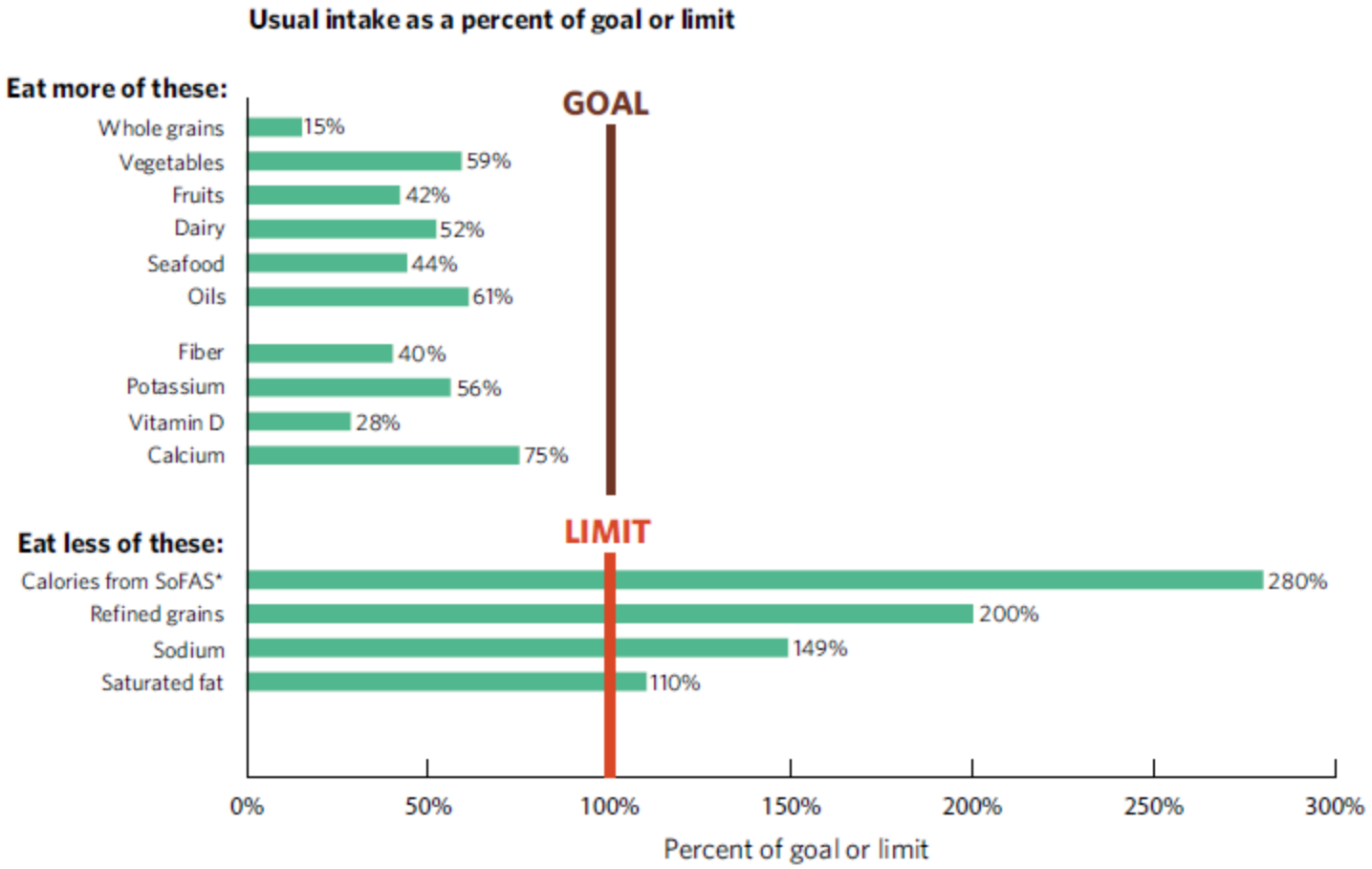


FIGURE 5-1. How Do Typical American Diets Compare to Recommended Intake Levels or Limits?



*SoFAS = solid fats and added sugars.
Note: Bars show average intakes for all individuals (ages 1 or 2 years or older, depending on the data source) as a percent of the recommended intake level or limit. Recommended intakes for food groups and limits for refined grains and solid fats and added sugars are based on amounts in the USDA 2000-calorie food pattern. Recommended intakes for fiber, potassium, vitamin D, and calcium are based on the highest AI or RDA for ages 14 to 70 years. Limits for sodium are based on the UL and for saturated fat on 10% of calories. The protein foods group is not shown here because, on average, intake is close to recommended levels.

Based on data from: U.S. Department of Agriculture, Agricultural Research Service and U.S. Department of Health and Human Services, Centers for Disease Control and Prevention. What We Eat in America, NHANES 2001–2004 or 2005–2006.

What Data will we Collect?

- **Individual Records**
  - Youth Group
    - Demographics
    - Youth Impact (project underway)

New Section - Youth Evaluation

- Standard question sets to be in new system
  - Capturing individual data in group context
  - Tagged by grade groupings and core areas
  - Not curriculum dependent
  - Not dictating how administered
- Dynamic process

New Section - Youth Evaluation

- **Conceptual draft**

Grade Levels	Diet Quality (DQ)*	Physical Activity (PA)*	Food Safety (FS)	Food Resource Management (FRM)	Food Security (SEC)
K-2	Specific questions				
3-5					
6-8					
9-12					

Between 10 and 15 questions for each grade grouping

*Diet Quality and Physical Activity – still to be taught together

What Data will we Collect?

- **5-Year Plan/Annual Update**
  - Situation
  - Geographic Area
  - Target Audience
  - Curricula
  - Inter-Organizational Relationships
  - Delivery Sites/Locations
  - Program Priorities
  - Qualitative Program Impacts

What Data will we Collect?

Program Priorities/Qualitative Program Impacts

Title *(200 characters or less)*

Focus *(select one or more)*

CORE AREAS:

- ☐ Diet Quality/Physical Activity
- ☐ Food Resource Management
- ☐ Food Safety
- ☐ Food Security

SECONDARY AREAS:

- ☐ Family/Interpersonal Relationships
- ☐ Institution, Organization, Community
- ☐ Social Structure, Policy, Practice
- ☐ Management/Leadership
- ☐ Other (describe)

What Data will we Collect?

Program Priorities

Description *(1000 characters or less)*

Our percentage improvement in one or more Food Resource Management Practices is low compared to the National Average. Our goal is to increase our average percentage of improvement by 2% for each of the next five years. Improvement will be measured using the outcome data in the NEERS5 Behavior Checklist Summary Report. Some specific strategies we intend to implement are: providing training to staff related to effectively teaching participants about Food Resource Management, having open discussions at staff meetings about opportunities and barriers, and hosting brainstorming sessions to come up with creative teaching ideas.

Enter a Description

Baseline/Target

	Baseline FY2010	FY2011	FY2012	FY2013	FY2014	FY2015
Target	n/a	76%	78%	80%	82%	84%
Actual	74%					

What Data will we Collect?

Program Priorities

Description *(1000 characters or less)*

Our percentage improvement in one or more Food Resource Management Practices is low compared to the National Average. Our goal is to increase our average percentage of improvement by 2% for each of the next five years. Improvement will be measured using the outcome data in the NEERS5 Behavior Checklist Summary Report. Some specific strategies we intend to implement are: providing training to staff related to effectively teaching participants about Food Resource Management, having open discussions at staff meetings about opportunities and barriers, and hosting brainstorming sessions to come up with creative teaching ideas.

Add Baseline & Targets

Baseline/Target

	Baseline FY2010	FY2011	FY2012	FY2013	FY2014	FY2015
Target	n/a	76%	78%	80%	82%	84%
Actual	74%					

What Data will we Collect?

Qualitative Program Impact

Staff Involved *(select one or more)*

- ☐ Paraprofessional(s)
- ☐ Professional(s)
- ☐ Volunteer(s)
- ☐ Coordinator(s)
- ☐ Other (describe)

Audience *(select one or more)*

- ☐ Adult Participant(s)
- ☐ Pregnant Teen(s)
- ☐ Youth Participant(s)
- ☐ Partner(s)/Collaborator(s)
- ☐ Other (describe)

What Data will we Collect?

Qualitative Program Impact

Indirect Effects *(select one or more)*

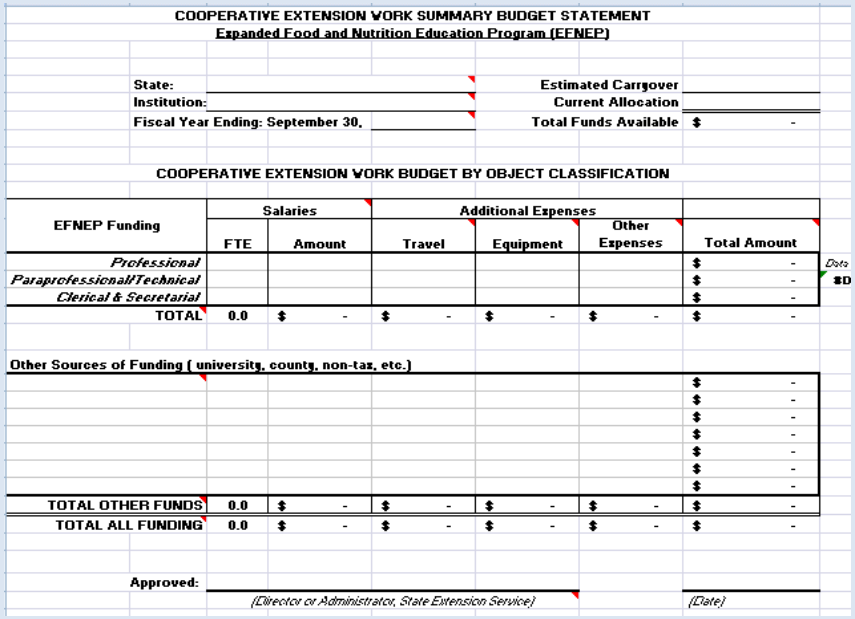
- ☐ Disease Prevention
- ☐ Improved Overall Health
- ☐ Personal Growth/Confidence
- ☐ Positive Impact on Family
- ☐ Weight Management
- ☐ Other (describe)

Background *(2000 characters or less)*

Outcomes/Impacts *(2000 characters or less)*

What Data will we Collect?

- **Budget & Budget Justification**



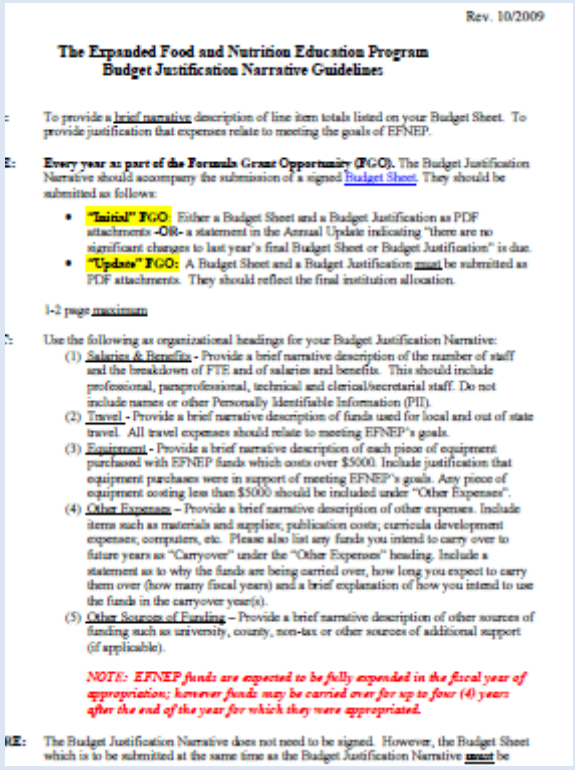
COOPERATIVE EXTENSION WORK SUMMARY BUDGET STATEMENT
Expanded Food and Nutrition Education Program (EFNEP)

State: | Estimated Carryover
Institution: | Current Allocation
Fiscal Year Ending: September 30, | Total Funds Available $ -

COOPERATIVE EXTENSION WORK BUDGET BY OBJECT CLASSIFICATION

EFNEP Funding	Salaries		Additional Expenses			
	FTE	Amount	Travel	Equipment	Other Expenses	Total Amount
Professional						$ -
Paraprofessional/Technical						$ -
Clerical & Secretarial						$ -
TOTAL	0.0	$ -	$ -	$ -	$ -	$ -
Other Sources of Funding (university, county, non-tax, etc.)						
						$ -
						$ -
						$ -
						$ -
						$ -
						$ -
						$ -
TOTAL OTHER FUNDS	0.0	$ -	$ -	$ -	$ -	$ -
TOTAL ALL FUNDING	0.0	$ -	$ -	$ -	$ -	$ -

Approved: _____
(Director or Administrator, State Extension Service) (Date)



Rev. 10/2009

The Expanded Food and Nutrition Education Program
Budget Justification Narrative Guidelines

To provide a brief narrative description of line item totals listed on your Budget Sheet. To provide justification that expenses relate to meeting the goals of EFNEP.

Every year as part of the Formula Grant Opportunity (FGO). The Budget Justification Narrative should accompany the submission of a signed Budget Sheet. They should be submitted as follows:

- **"Initial" FGO:** Either a Budget Sheet and a Budget Justification as PDF attachments -OR- a statement in the Annual Update indicating "there are no significant changes to last year's final Budget Sheet or Budget Justification" is due.
- **"Update" FGO:** A Budget Sheet and a Budget Justification must be submitted as PDF attachments. They should reflect the final institution allocation.

1-2 page maximum

Use the following as organizational headings for your Budget Justification Narrative:

(1) Salaries & Benefits - Provide a brief narrative description of the number of staff and the breakdown of FTE and of salaries and benefits. This should include professional, paraprofessional, technical and clerical/secretarial staff. Do not include names or other Personally Identifiable Information (PII).
(2) Travel - Provide a brief narrative description of funds used for local and out of state travel. All travel expenses should relate to meeting EFNEP's goals.
(3) Equipment - Provide a brief narrative description of each piece of equipment purchased with EFNEP funds which costs over $5000. Include justification that equipment purchases were in support of meeting EFNEP's goals. Any piece of equipment costing less than $5000 should be included under "Other Expenses".
(4) Other Expenses – Provide a brief narrative description of other expenses. Include items such as materials and supplies; publication costs; curricula development expenses; computers, etc. Please also list any funds you intend to carry over to future years as "Carryover" under the "Other Expenses" heading. Include a statement as to why the funds are being carried over, how long you expect to carry them over (how many fiscal years) and a brief explanation of how you intend to use the funds in the carryover year(s).
(5) Other Sources of Funding – Provide a brief narrative description of other sources of funding such as university, county, non-tax or other sources of additional support (if applicable).

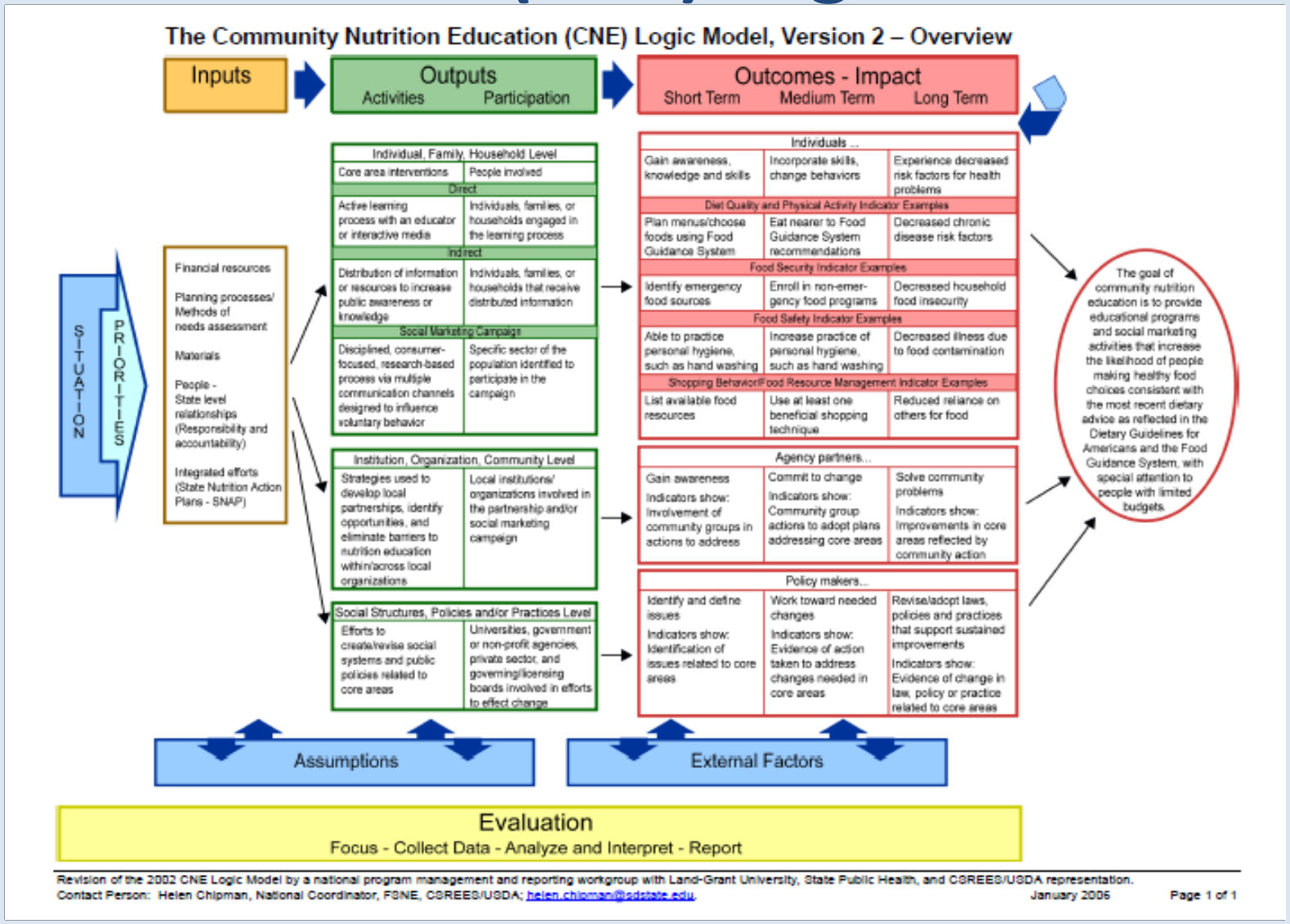
NOTE: EFNEP funds are expected to be fully expended in the fiscal year of appropriation; however funds may be carried over for up to four (4) years after the end of the year for which they were appropriated.

The Budget Justification Narrative does not need to be signed. However, the Budget Sheet which is to be submitted at the same time as the Budget Justification Narrative must be

New Section – CNE Logic Model

- We implemented a new section in the 5-Year Plan to capture work you are doing in support of EFNEP
  - At your institution, with organizations, in communities (Environmental Settings)
  - Through social, policy and practice related changes (Sectors of Influence)

New Section – Community Nutrition Education (CNE) Logic Model

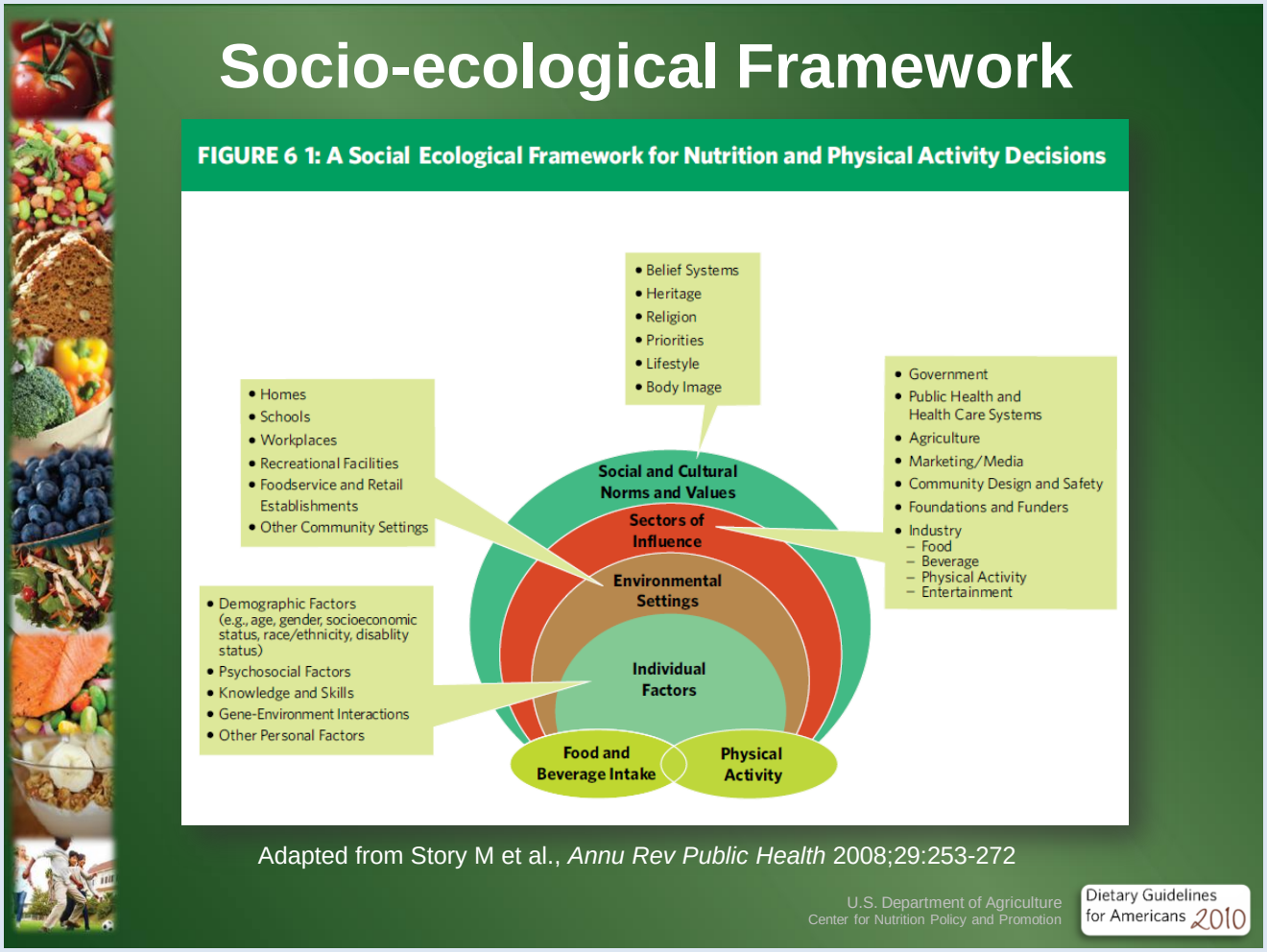


Questions Raised by University Partners

- How to differentiate
  - Institution/organization/community
  - Social structures/policies and practices
- How to know if EFNEP should be involved
- Who is responsible for action in these “outer spheres of influence”
- What if you have nothing to report

How to Differentiate Spheres of Influence

- Mapped to 2010 Dietary Guidelines



How to Know if EFNEP Should be Involved in Cooperative Efforts

All actions and outcomes should be helpful to the EFNEP audience and should support/further the work of EFNEP, whether explicitly stated, or not

- EFNEP's role is to appropriately inform and influence
  - Keeping in mind the low-income population
  - Considering what is reasonable and practical
  - Coordinating with EFNEP (aligning efforts)
  - Making EFNEP part of the solution (a structural component)

Other Questions

- Who is responsible for action in these “outer spheres of influence”
  - **NOT Paraprofessionals**
- What if you have nothing to report
  - **SHOULD NOT submit information to these areas if don’t have anything to report**

What Data will we Collect?

Environmental Settings Organizations and Communities gain awareness, knowledge, and/or interest **(short-term indicators)**

	DQ	PA	FS	FRM	SEC
Hold discussions to identify challenges and opportunities for low-income populations that can be addressed from a community context.	☒	☒	☐	☐	☐
Commit to collaborate to address identified needs.	☐	☐	☐	☐	☐
Conduct needs assessment to determine the extent of concern and potential for resolution	☐	☐	☐	☐	☒
Form partnerships or coalitions	☐	☐	☐	☐	☐

What Data will we Collect?

Environmental Settings Organizations and Communities commit to change **(medium-term indicators)**

	DQ	PA	FS	FRM	SEC
Partnership/Coalition adopts a written plan that contains specific objectives and action steps	☒	☒	☐	☐	☐
Implement specific actions.	☐	☒	☐	☐	☐

What Data will we Collect?

- ☐ Encourage family and community institutions to engage in activities and events that support PA.
- ☐ Create sliding-scale fee structures for community fitness centers/ community sports/PA programs.
- ☐ Organize and implement neighborhood/community walking programs, gardens, etc.
- ☐ Reduce disparities for low-income populations to access and use community sports/PA programs.
- ☐ Change policies, practices, and/or physical environment of organizations and community settings to facilitate increased PA as part of daily routines.
- ☐ Other _____

What Data will we Collect?

Environmental Settings Organizations and communities experience improved condition **(long-term indicators)**

	DQ	PA	FS	FRM	SEC
Reduced challenges/increased opportunities.	☐	☒	☐	☐	☐

What Data will we Collect?

- ☐ A family-friendly PA environment exists through the revitalization of existing parks, trails, playgrounds, etc.
- ☐ Opportunities for PA [across income sectors] are prevalent in schools through recesses, in-class instruction, athletic programs, and special events.
- ☐ School wellness policies that support increased PA are followed.
- ☐ Work sites that employ low-income heads of household allow PA breaks and/or incentives for participating in PA at the worksite or independently.
- ☐ Community infrastructure includes safe walking paths, biking trails, and school routes, readily accessible bicycle racks, lighted stairwells, etc.
- ☐ Other _____

What Data will we Collect?

Environmental Settings

- After you complete the indicators section you will be prompted to enter a qualitative example. This will only happen if you mark an item in the medium or long term.

What Data will we Collect?

Environmental Settings - Qualitative Example

Title *(200 characters or less)*

Focus *(select one or more)*

CORE AREAS:

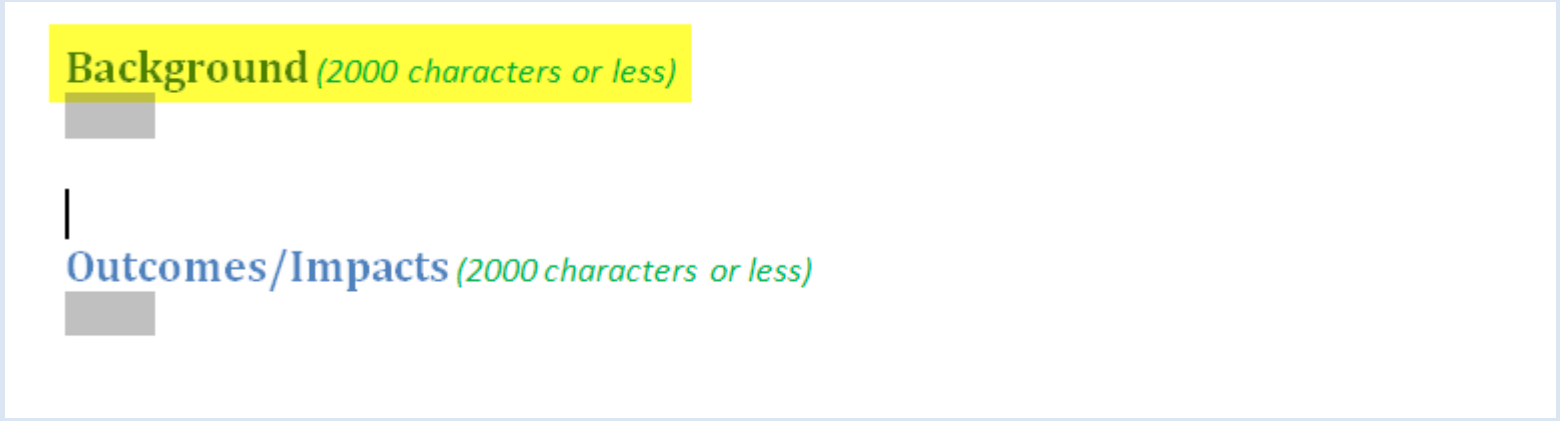
- ☐ Diet Quality/Physical Activity
- ☐ Food Resource Management
- ☐ Food Safety
- ☐ Food Security

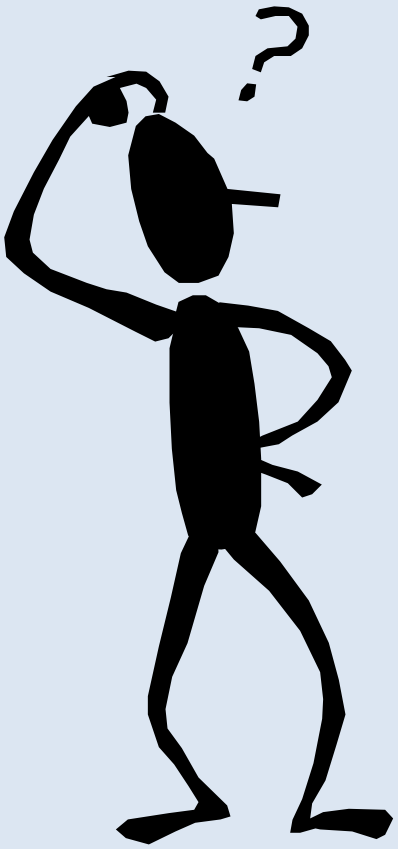
SECONDARY AREAS:

- ☐ Family/Interpersonal Relationships
- ☐ Institution, Organization, Community
- ☐ Social Structure, Policy, Practice
- ☐ Management/Leadership
- ☐ Other (describe)

What Data will we Collect?

Environmental Settings - Qualitative Example

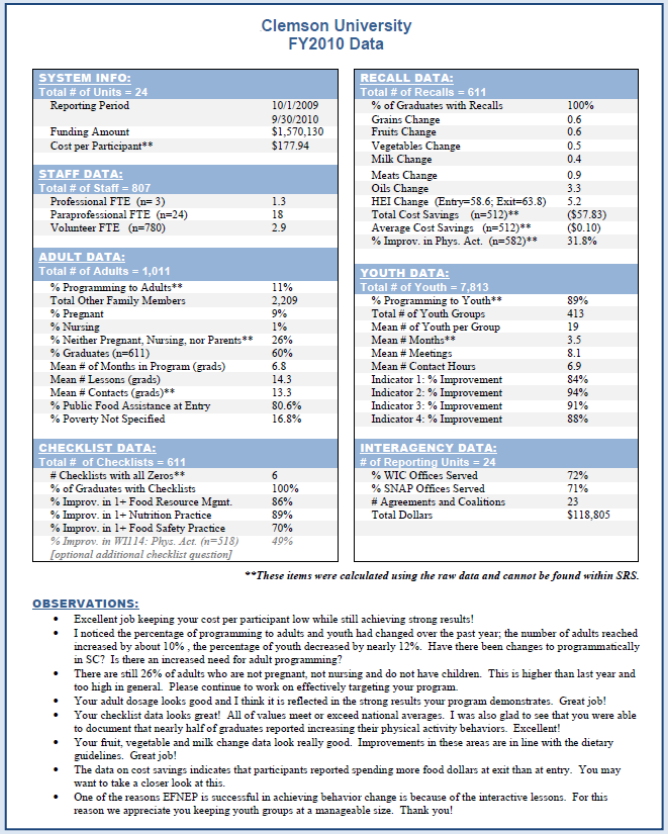




How will Data be Used?

How will Data be Used?

NIFA will still use the resulting data to monitor results and to give feedback to institutions:



Clemson University
FY2010 Data

SYSTEM INFO:	
Total # of Units = 24	
Reporting Period	10/1/2009 9/30/2010
Funding Amount	$1,570,130
Cost per Participant**	$177.94

STAFF DATA:	
Total # of Staff = 807	
Professional FTE (n= 3)	1.3
Paraprofessional FTE (n=24)	18
Volunteer FTE (n=780)	2.9

ADULT DATA:	
Total # of Adults = 1,011	
% Programming to Adults**	11%
Total Other Family Members	2,209
% Pregnant	9%
% Nursing	1%
% Neither Pregnant, Nursing, nor Parents**	26%
% Graduates (n=611)	60%
Mean # of Months in Program (grads)	6.8
Mean # Lessons (grads)	14.3
Mean # Contacts (grads)**	13.3
% Public Food Assistance at Entry	80.6%
% Poverty Not Specified	16.8%

CHECKLIST DATA:	
Total # of Checklists = 611	
# Checklists with all Zeros**	6
% of Graduates with Checklists	100%
% Improv. in 1+ Food Resource Mgmt.	86%
% Improv. in 1+ Nutrition Practice	89%
% Improv. in 1+ Food Safety Practice	70%
% Improv. in WI114: Phys. Act. (n=518)	*49%*
[optional additional checklist question]	

RECALL DATA:	
Total # of Recalls = 611	
% of Graduates with Recalls	100%
Grains Change	0.6
Fruits Change	0.6
Vegetables Change	0.5
Milk Change	0.4
Meats Change	0.9
Oils Change	3.3
HEI Change (Entry=58.6; Exit=63.8)	5.2
Total Cost Savings (n=512)**	($57.83)
Average Cost Savings (n=512)**	($0.10)
% Improv. in Phys. Act. (n=582)**	31.8%

YOUTH DATA:	
Total # of Youth = 7,813	
% Programming to Youth**	89%
Total # of Youth Groups	413
Mean # of Youth per Group	19
Mean # Months**	3.5
Mean # Meetings	8.1
Mean # Contact Hours	6.9
Indicator 1: % Improvement	84%
Indicator 2: % Improvement	94%
Indicator 3: % Improvement	91%
Indicator 4: % Improvement	88%

INTERAGENCY DATA:	
# of Reporting Units = 24	
% WIC Offices Served	72%
% SNAP Offices Served	71%
# Agreements and Coalitions	23
Total Dollars	$118,805

***These items were calculated using the raw data and cannot be found within SRS.*

OBSERVATIONS:

- Excellent job keeping your cost per participant low while still achieving strong results!
- I noticed the percentage of programming to adults and youth had changed over the past year; the number of adults reached increased by about 10% , the percentage of youth decreased by nearly 12%. Have there been changes to programmatically in SC? Is there an increased need for adult programming?
- There are still 26% of adults who are not pregnant, not nursing and do not have children. This is higher than last year and too high in general. Please continue to work on effectively targeting your program.
- Your adult dosage looks good and I think it is reflected in the strong results your program demonstrates. Great job!
- Your checklist data looks great! All of values meet or exceed national averages. I was also glad to see that you were able to document that nearly half of graduates reported increasing their physical activity behaviors. Excellent!
- Your fruit, vegetable and milk change data look really good. Improvements in these areas are in line with the dietary guidelines. Great job!
- The data on cost savings indicates that participants reported spending more food dollars at exit than at entry. You may want to take a closer look at this.
- One of the reasons EFNEP is successful in achieving behavior change is because of the interactive lessons. For this reason we appreciate you keeping youth groups at a manageable size. Thank you!

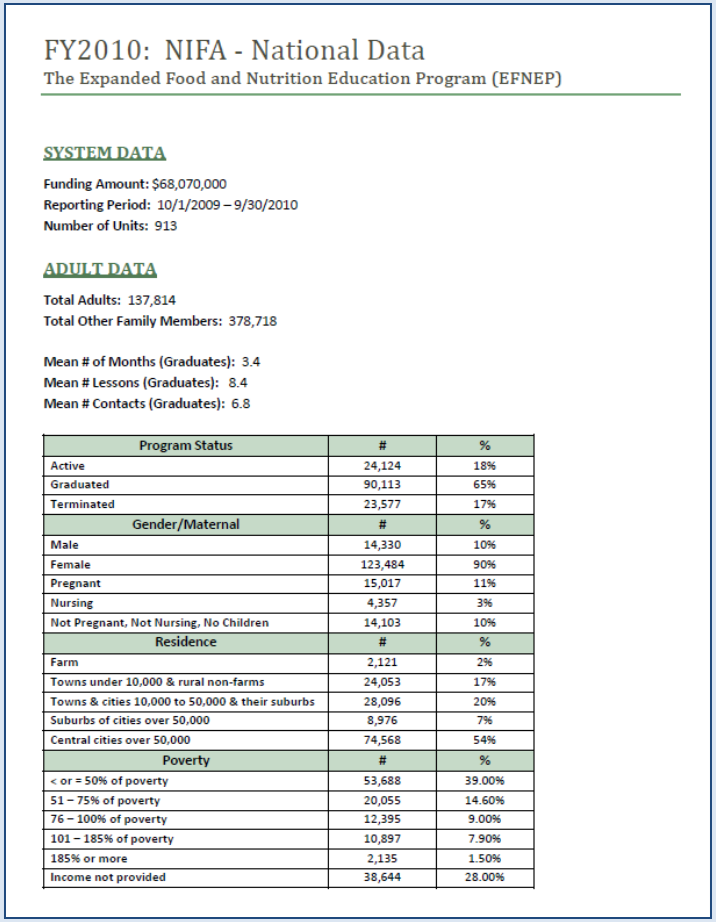
How will Data be Used?

To prepare Tier Data charts:

	GENERAL INFORMATION				STAFF			ADULT DATA					
Institute Name	Begin Date	End Date	Funding Amt	Units	Prof FTE	Para FTE	Vol FTE	Adult	Pct Prog to Adults	Pct Grad	Total Other Fam	Pct Female	Pct Male
University of California - Davis	10/1/2009	9/30/2010	$ 3,727,040	20	0.3	31.7	13.7	8,065	18%	81%	26,237	91%	9%
Cornell University	10/1/2009	9/30/2010	$ 3,505,150	32	6.7	47.9	4	6,149	63%	74%	18,915	89%	11%
North Carolina State University	10/1/2009	9/30/2010	$ 2,543,694	56		48.1	15	4,862	23%	76%	15,354	92%	8%
Pennsylvania State University	10/1/2009	9/30/2010	$ 2,721,194	50		38.3	13.2	7,328	50%	56%	14,900	90%	10%
Texas A&M University	10/1/2009	9/30/2010	$ 4,354,599	11	11.1	70.1	12.3	21,033	21%	54%	67,197	97%	3%
z. Tier 1 Data	10/1/2009	9/30/2010	$ 16,851,677	169	18.1	236.1	58.2	47,437	25%	64%	142,603	93%	7%
NIFA - National Data	10/1/2009	9/30/2010	$ 68,070,000	913	107.7	973.1	293.8	137,814	23%	65%	378,718	90%	10%
Auburn University	10/1/2009	9/30/2010	$ 1,998,255	45	4.8	39.1	4	3,859	45%	85%	9,203	91%	9%
University of Florida	10/1/2009	9/30/2010	$ 2,218,613	21	7	31.5	2.7	6,108	39%	91%	15,683	89%	11%
University of Georgia	10/1/2009	8/31/2010	$ 2,208,295	101	11.8	34.2	2.5	4,783	17%	68%	10,456	85%	15%
University of Illinois	9/1/2009	8/31/2010	$ 2,199,325	6		33.4	1.4	5,738	50%	52%	15,356	94%	6%
Louisiana State University	10/1/2009	9/30/2010	$ 1,907,660	11	1.8	11.6	3.5	1,922	12%	78%	4,891	90%	10%
Michigan State University	10/1/2009	9/30/2010	$ 1,859,211	10	4	23.7	0.4	3,117	66%	78%	8,263	88%	12%
The Ohio State University	10/1/2009	9/30/2010	$ 2,248,099	15	5.1	39.2	2.9	5,024	40%	64%	15,012	83%	17%
The University of Tennessee	10/1/2009	9/30/2010	$ 2,006,036	12	3	26.6	4	2,695	15%	73%	8,119	80%	20%
z. Tier 2 Data	10/1/2009	9/30/2010	$ 16,645,494	221	37.5	239.4	21.4	33,246	29%	73%	86,983	88%	12%
NIFA - National Data	10/1/2009	9/30/2010	$ 68,070,000	913	107.7	973.1	293.8	137,814	23%	65%	378,718	90%	10%
University of Arkansas	10/1/2009	9/30/2010	$ 1,305,813	11	3.7	21.5	1.2	2,366	52%	66%	5,590	92%	8%
Purdue University	10/1/2009	9/30/2010	$ 1,272,660	3		14.3	1.2	1,418	22%	44%	3,768	97%	3%
University of Kentucky	7/1/2009	6/30/2010	$ 1,698,526	82	1	38.2	58.4	4,568	18%	42%	10,230	90%	10%
Mississippi State University	10/1/2009	9/30/2010	$ 1,732,473	56	4.6	43.3	73.1	1,095	2%	89%	2,893	92%	8%
University of Missouri - Columbia	10/1/2009	9/30/2010	$ 1,599,007	5		30.5	13.3	2,997	48%	52%	7,618	97%	3%
University of Puerto Rico	10/1/2009	9/30/2010	$ 1,518,980	33	4.4	15.5	4.5	3,460	52%	90%	8,873	90%	10%
Clemson University	10/1/2009	9/30/2010	$ 1,570,130	24	1.3	18	2.9	1,011	11%	60%	2,209	86%	14%
Virginia Tech	9/1/2009	8/31/2010	$ 1,731,278	30		29.5	6.8	2,045	12%	69%	4,812	89%	11%
z. Tier 3 Data	10/1/2009	9/30/2010	$ 12,428,867	244	15	210.9	161.5	18,960	15%	62%	45,993	92%	8%
NIFA - National Data	10/1/2009	9/30/2010	$ 68,070,000	913	107.7	973.1	293.8	137,814	23%	65%	378,718	90%	10%

How will Data be Used?

To develop National Data Reports:



FY2010: NIFA - National Data

The Expanded Food and Nutrition Education Program (EFNEP)

SYSTEM DATA

Funding Amount: $68,070,000
Reporting Period: 10/1/2009 – 9/30/2010
Number of Units: 913

ADULT DATA

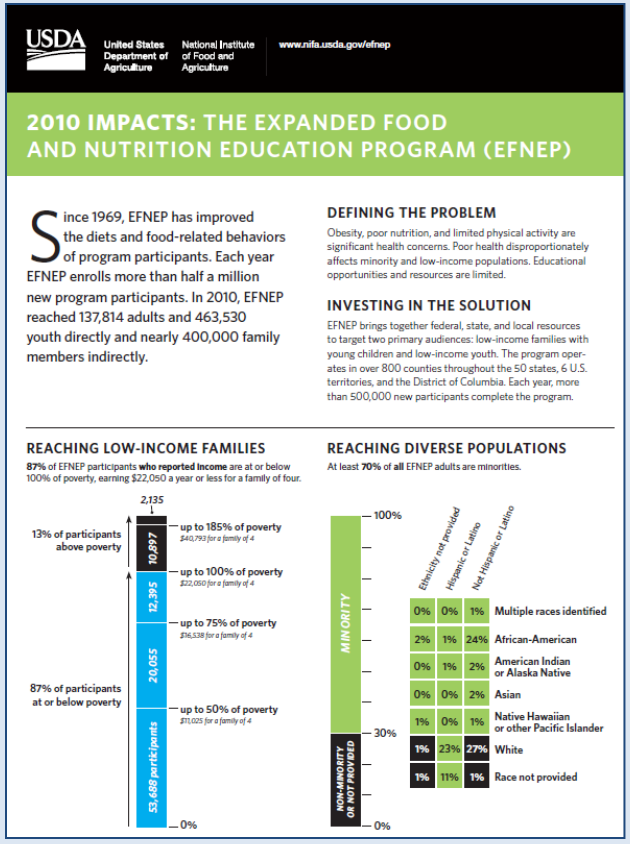
Total Adults: 137,814
Total Other Family Members: 378,718

Mean # of Months (Graduates): 3.4
Mean # Lessons (Graduates): 8.4
Mean # Contacts (Graduates): 6.8

Program Status	#	%
Active	24,124	18%
Graduated	90,113	65%
Terminated	23,577	17%
Gender/Maternal	**#**	**%**
Male	14,330	10%
Female	123,484	90%
Pregnant	15,017	11%
Nursing	4,357	3%
Not Pregnant, Not Nursing, No Children	14,103	10%
Residence	**#**	**%**
Farm	2,121	2%
Towns under 10,000 & rural non-farms	24,053	17%
Towns & cities 10,000 to 50,000 & their suburbs	28,096	20%
Suburbs of cities over 50,000	8,976	7%
Central cities over 50,000	74,568	54%
Poverty	**#**	**%**
< or = 50% of poverty	53,688	39.00%
51 – 75% of poverty	20,055	14.60%
76 – 100% of poverty	12,395	9.00%
101 – 185% of poverty	10,897	7.90%
185% or more	2,135	1.50%
Income not provided	38,644	28.00%

How will Data be Used?

And to create National Impact Reports:



USDA United States Department of Agriculture | National Institute of Food and Agriculture | www.nifa.usda.gov/efnep

2010 IMPACTS: THE EXPANDED FOOD AND NUTRITION EDUCATION PROGRAM (EFNEP)

Since 1969, EFNEP has improved the diets and food-related behaviors of program participants. Each year EFNEP enrolls more than half a million new program participants. In 2010, EFNEP reached 137,814 adults and 463,530 youth directly and nearly 400,000 family members indirectly.

DEFINING THE PROBLEM

Obesity, poor nutrition, and limited physical activity are significant health concerns. Poor health disproportionately affects minority and low-income populations. Educational opportunities and resources are limited.

INVESTING IN THE SOLUTION

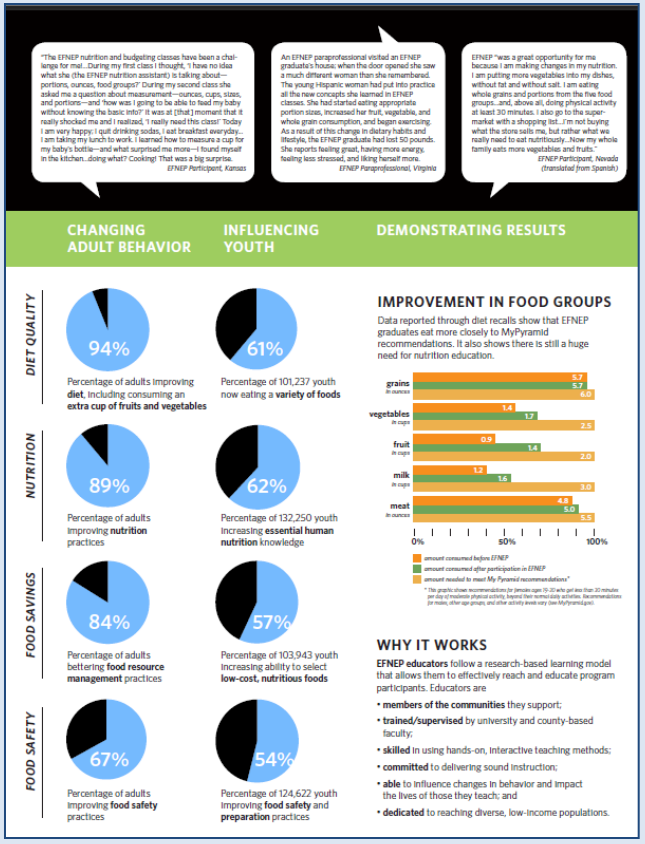
EFNEP brings together federal, state, and local resources to target two primary audiences: low-income families with young children and low-income youth. The program operates in over 800 counties throughout the 50 states, 6 U.S. territories, and the District of Columbia. Each year, more than 500,000 new participants complete the program.

REACHING LOW-INCOME FAMILIES

87% of EFNEP participants **who reported income** are at or below 100% of poverty, earning $22,050 a year or less for a family of four.

REACHING DIVERSE POPULATIONS

At least **70%** of **all** EFNEP adults are minorities.



"The EFNEP nutrition and budgeting classes have been a challenge for me!...During my first class I thought, 'I have no idea what she (the EFNEP nutrition assistant) is talking about—portions, ounces, food groups?' During my second class she asked me a question about measurement—ounces, cups, sizes, and portions—and 'how was I going to be able to feed my baby without knowing the basic info?' It was at [that] moment that it really shocked me and I realized, 'I really need this class!' Today I am very happy; I quit drinking sodas, I eat breakfast everyday... I am taking my lunch to work, I learned how to measure a cup for my baby's bottle—and what surprised me more—I found myself in the kitchen...doing what? Cooking! That was a big surprise.
EFNEP Participant, Kansas

An EFNEP paraprofessional visited an EFNEP graduate's house; when the door opened she saw a much different woman than she remembered. The young Hispanic woman had put into practice all the new concepts she learned in EFNEP classes. She had started eating appropriate portion sizes, increased her fruit, vegetable, and whole grain consumption, and began exercising. As a result of this change in dietary habits and lifestyle, the EFNEP graduate had lost 50 pounds. She reports feeling great, having more energy, feeling less stressed, and liking herself more.
EFNEP Paraprofessional, Virginia

EFNEP "was a great opportunity for me because I am making changes in my nutrition. I am putting more vegetables into my dishes, without fat and without salt. I am eating whole grains and portions from the five food groups...and, above all, doing physical activity at least 30 minutes. I also go to the supermarket with a shopping list...I'm not buying what the store sells me, but rather what we really need to eat nutritiously...Now my whole family eats more vegetables and fruits."
EFNEP Participant, Nevada (translated from Spanish)

CHANGING ADULT BEHAVIOR

DIET QUALITY

94% Percentage of adults improving **diet**, including consuming an **extra cup of fruits and vegetables**

NUTRITION

89% Percentage of adults improving **nutrition** practices

FOOD SAVINGS

84% Percentage of adults bettering **food resource management** practices

FOOD SAFETY

67% Percentage of adults improving **food safety** practices

INFLUENCING YOUTH

61% Percentage of 101,237 youth now eating a **variety of foods**

62% Percentage of 132,250 youth increasing **essential human nutrition** knowledge

57% Percentage of 103,943 youth increasing ability to select **low-cost, nutritious foods**

54% Percentage of 124,622 youth improving **food safety** and **preparation** practices

DEMONSTRATING RESULTS

IMPROVEMENT IN FOOD GROUPS

Data reported through diet recalls show that EFNEP graduates eat more closely to MyPyramid recommendations. It also shows there is still a huge need for nutrition education.

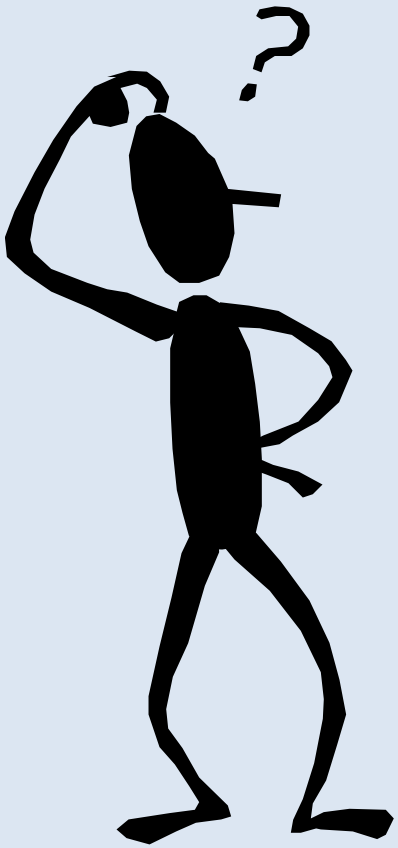
WHY IT WORKS

EFNEP educators follow a research-based learning model that allows them to effectively reach and educate program participants. Educators are

- **members of the communities** they support;
- **trained/supervised** by university and county-based faculty;
- **skilled** in using hands-on, interactive teaching methods;
- **committed** to delivering sound instruction;
- **able** to influence changes in behavior and impact the lives of those they teach; and
- **dedicated** to reaching diverse, low-income populations.

How will Data be Used?

- EFNEP Data will also be able connected to NIFA reporting systems
- It will be publically available
- It will be exportable in raw form (.csv files) for further analysis *(tentative)*



What is the Status of the Project?

What is the Status of the Project?

- Clemson and NIFA
  - In-person meetings, video and phone conferencing, email
- Committees
  - Contributed to initial conceptualization
    - Integrated Systems Workgroup
  - Periodically provide input
    - Web-System Workgroup
    - CNE Logic Model Workgroup
  - Currently active
    - Behavior Checklist Committee
    - Youth Evaluation Committee

What is the Status of the Project?

- System requirements are finalized
- Design and functionality are being alpha tested (data entry screens, reports, features)
- Timeline is set
  - Beta testing this fall
  - Training spring of 2012
  - System roll-out summer of 2012
  - Data collection begins FY2013 (fall of 2012)

What is the Status of the Project?

- Future Goals
  - Update system periodically
  - Revisit/revise system every five years
  - Create plan to secure funding in support of ongoing expenses to the system

Reporting System Sustainability

- What has changed and what is needed
  - NIFA's commitment
  - Data access
  - Sustainability costs
  - Planned upgrades
- Options explored
- Solution

Partner Interface Standing Committee (New)

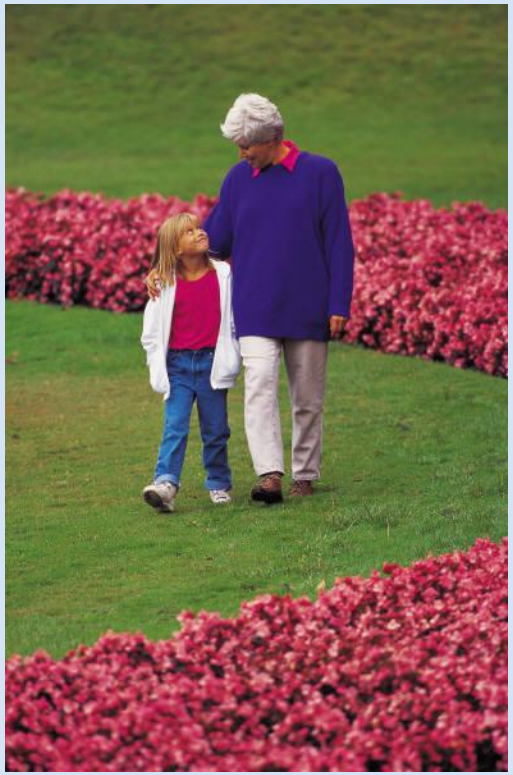
- Purpose
  - Anticipate and monitor program developments
  - Work together proactively to prevent/resolve emerging issues
  - Strengthen programming
  - Increase visibility and support
  - Serve as voice to and from regions
- Staggered rotations

Standing Committee

- Selection by invitation, based on recommendations, needs, current composition, etc.
- Timeline – Initiate by January 2012?
- Doesn't replace other committees and workgroups
- Request – university input on selection criteria

Planning for the Future

- EFNEP Studies Database (pending)
- 50 Year History - 2019



National Institute of Food and Agriculture
www.nifa.usda.gov

Supplemental Nutrition Assistance Program – Education (SNAP-Ed)

Through the Land-Grant University System

SNAP-Ed Overview

- FNS/USDA Regulations and Activities Update
- LGU SNAP-Ed Report
- SNAP-Ed Office & LGU-SNAP-Ed Leadership and Regional Representation
- Selected Accomplishments
- Current Priorities and Projects
- Status of SNAP-Ed Assessment
- Leadership Changes

Regulations & Activities Update FNS/USDA

- Healthy Hunger-Free Kids Act Regulations
  - Check for Interim Rule in Federal Register, January 2012
  - Opportunity to provide comments
  - To serve as basis for development of 2013 SNAP-Ed Guidance
- Final rule to be published once comments have been reviewed

Regulations & Activities Update FNS/USDA

- FY 2012 Plans
  - Budgets may be higher than originally anticipated
  - Regions vary in how handling corrected budget submissions
- FY 2010 EARS Report
  - Analysis underway
  - Results to be presented in October 2011

2010 National Report of SNAP-Ed through LGU System

- Baseline for past and future comparisons (the last year prior to the new legislation – universities at their peak in terms of size and scope of programs)
- Aggressive timeline
- Goal: have report for universities to use when new Guidance is issued (Spring 2012)

2010 National Report of SNAP-Ed through LGU System

- Contract with Mississippi State University
  - Initial request: ask universities for data already submitted to FNS
    - Due date 15 September 2011
    - 43 institutions have responded (100% from Western and North Central Regions); 12 institutions have not yet responded
    - **Would like 100% response rate, given the importance of this data in representing the LGU/CES System**
  - Second request: will develop a questionnaire to collect remaining information for comparison with two previous LGU/CES SNAP-Ed Reports (2002 and 2005)

Mission of the Land-Grant SNAP-Ed Office

- Support SNAP-Ed in the LGU system
- Facilitate communications
- Strengthen program, research and evaluation interface
- Support staff and program development and training

What is the Purpose of the Land-Grant SNAP-Ed Office

- Office Manager serves as a resource for Program Coordinators, FCS Leaders, and Directors/ Administrators
  - Provides support services for the LGU system
  - Develops reports
  - Maintains listservs
  - Monitors SNAP-Ed approval status
  - Facilitates data collection, analysis and completion of national reports

What is the Purpose of the Land-Grant SNAP-Ed Office

- Office Manager serves as a resource for Program Coordinators, FCS Leaders, and Directors/ Administrators, continued
  - Queries the system
  - Facilitates contracts
  - Organizes meetings and teleconferences
  - Supports the work of committees

SNAP-Ed Office Leadership Team

Host Institution

- Chunyang (C.Y.) Wang, South Dakota State University, Associate Dean of Research and Extension; Associate Director of Ag. Experiment Station

Host Institution

- Sandra Jensen, National Land-Grant University SNAP-Ed Office Manager (at South Dakota State University)

FCS Leadership (rotating position)

- Shirley Hastings, University of Tennessee, Associate Dean of Extension

NIFA Leadership

- Helen Chipman, National Program Leader, Food and Nutrition Education

What is the SNAP-Ed Program Development Team (PDT)

- Representatives from each region
- Includes FCS Leaders/Administrators and State Coordinators
- Annual meeting
- Quarterly conference calls

What is the Purpose of the PDT

- Serve as a sounding board
- Establish a communication link
- Grow leadership and system capacity
- Strengthen administrative and coordinator integration
- Support use of resources

SNAP-Ed Program Development Team

North Central Region

- Laurie Boyce, University of Wisconsin, FCS Leader
- Suzanne Stluka, South Dakota State University, Coordinator
- Ana Claudia Zubieta, Ohio State University, Coordinator

Northeast Region

- Kathleen Morgan, Rutgers University (NJ), FCS Leader
- Lisa Lachenmayr, University of Maryland, Coordinator
- Wanda Lincoln, University of Maine, Coordinator

SNAP-Ed Program Development Team

Southern Region

- Elizabeth Buckner, University of Kentucky, Coordinator
- Ellen Clevenger-Firley, North Carolina State University, Coordinator
- Leslie Speller-Henderson, Tennessee State University, Coordinator, **1890 Institutions**

Western Region

- Louise Parker, Washington State University, FCS Leader
- David Ginsburg, University of California Davis, Coordinator, **ASNNA**
- Heidi LeBlanc, Utah State University, Coordinator

Selected Past Accomplishments

- National reports
- Conference and meeting proceedings
- Professional and staff development
- Evaluation seed grants
- Ongoing Communication regarding Healthy, Hunger-Free Kids Act of 2010

Selected Past Accomplishments

- Best Practices Webinars
- Creation of Web Communication System for FCS administrators, SNAP-Ed Coordinators and others
- Mentoring of New SNAP-Ed Coordinators
- FY 2002 and 2005 FSNE National Reports
- CNE Logic Model Development

SNAP-Ed PDT Subcommittees

- Communication Subcommittee
  - eXtension website for administrators (Extension Directors/Administrators, FCS Leaders, SNAP-Ed Coordinators)
    - Goal: application to be approved by January 2012
  - Builds upon results of FCS Survey (2008) and Environmental Scan (2009)
  - Will not duplicate FNS' Nutrition Connection website

SNAP-Ed PDT Subcommittees

- Legislation and Advocacy Subcommittee
  - Upcoming survey – watch for it!
    - To include questions about anticipated changes (RFAs, state agencies, others doing nutrition education, etc.)
  - Anticipate and track legislation and potential implications for universities
- Procedures and Expectations Subcommittee
  - Drafting a document that clarifies how SNAP-Ed functions as a system in the LGUs

SNAP-Ed PDT Subcommittees

- Training and Mentoring Subcommittee
  - Next training webinar has been scheduled
    - Topic: Relationship with State Agencies
    - 17 November 2011; 2:00pm ET
  - Mentoring new staff (ongoing)

Support for New Program Coordinators

- Resource list
- Orientation manual
- Mentoring handbook
- Personal contact by PDT
- Directed to website and resources
- Given list of names and contact information
- Offered mentoring

LGU/CES SNAP-Ed Assessment

- ECOP approved $150,000 for each of the next 2 years
  - Calendar years 2012 and 2013
- Subsequently ECOP asked if we could find savings for 2012
- Resubmitted budget for $140,000 for 2012
  - Reduced through deferred and shared costs
- Has been sent to Extension Directors/Administrators

FCS Leader Representation

- Selection by invitation
  - Based on recommendations, needs, current composition, etc.
- Seeking input on criteria for FCS Leader to serve on the leadership team
- Seeking input on criteria for FCS leaders who represent their respective regions

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Other Extension Nutrition Programs

Other Extension Nutrition Programs

Programmatic Interface With NIFA

- Planning, Accountability, and Reporting
  - Outcome/Indicators Project – Hatch, Smith Lever 3(b and c), Evans-Allen and 1890 Extension funds
- Nutrition and Health Planning and Guidance Committee
  - Jane Clary, NPL, Division of Nutrition
  - Cindy Reeves, NPL, Division of Family & Consumer Sciences
- AFRI and other grants
  - NPLs: Susan Welsh, Etta Saltos, Elizabeth Tuckermanty
  - Division Directors: Dionne Toombs (interim), Carolyn Crocoll

Other Extension Nutrition Programs

Programmatic Interface With NIFA and Others

- FNS Food Assistance Programs
- National Collaborative on Childhood Obesity Research (NCCOR) (CDC, NIH, FDA, DHHS, USDA, Foundations, Others)
- Let's Move, etc.

THANKS TO ALL WHO MAKE NUTRITION EDUCATION WHAT IT IS!

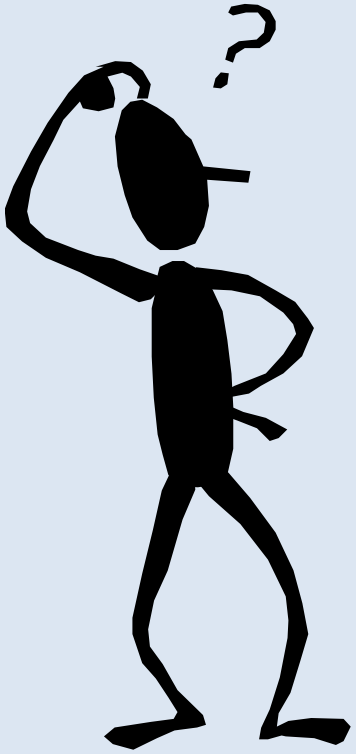
FCS Leader Support Requested ***NOW***

- Share thoughts on criteria for SNAP-Ed PDT membership and Leadership Team member
- Encourage submission of data for 2010 SNAP-Ed Report
  - Initial request: Northeast and Southern Regions
- Encourage payment of SNAP-Ed Assessment
  - $91.61 per $100,000
- Work within states to educate and communicate strength of LGU nutrition programs

FCS Leader Support Requested ***SOON***

- Verbalize support for new web-based reporting system
- Encourage completion of legislation & advocacy survey
- Encourage submission of data for 2010 SNAP-Ed Report
  - Follow-up survey from Mississippi State University
- Share thoughts on criteria for EFNEP Standing Committee membership
- Encourage participation in State Agency relationship webinar: 17 November 2011

Comments and Questions



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